DOCUMENT RESUME

ED 360 709 EA 025 155

TITLE Success for All Students: "Standards for Excellence" in New Mexico's Schools. A Major Initiative To Support CITE, A Student-centered Policy Framework for System-Wide Change in New Mexico.

INSTITUTION New Mexico State Dept. of Education, Santa Fe.

PUB DATE Mar 93

NOTE 40p.; For a related document, see EA 025 156. Text overlays graphics throughout document.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.

DESCRIPTORS Educational Improvement; *Educational Objectives; Educational Opportunities; *Educational Policy; *Educational Quality; Elementary Secondary Education; *Excellence in Education; Public Education; *State Standards

IDENTIFIERS *New Mexico

ABSTRACT

The New Mexico State Board of Education developed a comprehensive plan to attain the national education goals. The Consolidating Initiative for Tomorrow's Education (CITE) is a student-centered policy framework for systemwide educational change that is based on the belief that all students can learn. This booklet describes the State Board of Education's newly adopted Standards for Excellence. Information is provided on the following: the rationale for development of the standards; definitions of educational outcomes; a description of outcomes related to literacy, attitudes, and attributes; a model of educational evaluation; correlates of effective schools; and indicators of program support for the standards. A visual representation of the CITE policy framework and a list of related state publications are included. An enclosed poster shows how the state competency frameworks support the student outcomes in the Standards for Excellence. (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 360 709

STANDARDS FOR EXCELLENCE

March 1993

Success for ALL Students: *STANDARDS FOR EXCELLENCE* in New Mexico's Schools

A Major Initiative To Support CITE, A Student Centered Policy Framework for System-Wide Educational Change in New Mexico

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. Knight

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Alan D. Morgan
State Superintendent of Public Instruction
NEW MEXICO STATE DEPARTMENT OF EDUCATION

EA 025 155

BEST COPY AVAILABLE

New Mexico
State Board of Education

Virginia M. Trujillo, ***President***

J. James Sanchez, ***Vice President***

Millie Pogna, ***Secretary***

Rudy Castellano
Maria D. Chavez
Wallace Davis
Charles Dorame
M.G. Martinez
L. Grady Mayfield
Milo "Mike" McGonagle
Lynn Melton Medlin
Eleanor Ortiz
Emmalou Rodriguez
Catherine M. Smith
Van W. Witt

Alan D. Morgan
State Superintendent
of Public Instruction

Henry E. Gonzales
Deputy Superintendent

Jeanne Knight
Associate Superintendent
for Learning Services

Michael J. Davis
Associate Superintendent
for School Management Accountability

Albert Zamora
Assistant Superintendent
for Vocational Instruction

Terry P. Brigance
Assistant Superintendent
for Vocational Rehabilitation

Tres Giron
Director of Agency Support

The New Mexico State Board of Education and the State Department of Education do not discriminate with regard to race, culture, ancestry, color, national origin, sex, age, religion, or handicap in their programs or hiring practices.

Vision Statement

The New Mexico State Department of Education believes the education of ALL students must become the mission for ALL New Mexicans. We believe education must challenge ALL students to reach their potential.

What's Inside This Booklet?

A Message from the State Superintendent ..... page 5

A Brief Background on National and State Initiatives Related to the *Standards for Excellence* ..... page 6

CITE *Policy Framework Visual* ..... page 7

Why Was the *Standards for Excellence* Regulation Developed? ..... page 8

Student Outcomes: What Are They? ..... page 9

Standards for Excellence: Prologue ..... page 10

Standards for Excellence: Vision of Excellence ..... page 11

Standards for Excellence: Student Outcomes ..... pages 12 and 13

Standards for Excellence: Model of Educational Evaluation ..... pages 14 and 15

Standards for Excellence: Epilogue ..... pages 16 and 17

How Do the Student Competency Frameworks and the System for Employability Support and Complement the *Standards for Excellence*? ..... page 18

How Can I Better Understand the *Standards for Excellence*? ..... page 19

How Can I Tell if Specific Policies, Initiativies, or Programs Support the *Standards for Excellence*? ..... pages 20 and 21

Why Should We Focus on **Success for ALL Students** through the *Standards for Excellence*? ..... page 22

BEST COPY AVAILABLE

A Message From the State Superintendent

I am pleased to present this booklet, "Success for ALL Students: *Standards for Excellence* in New Mexico's Schools." As this decade carries us into the twenty-first century, New Mexico's public and educational community is intensifying efforts to create an educational system which ensures **success for ALL students**. The goal of the *Standards for Excellence* is to equip ALL students with a shared body of knowledge and skills, a common language of ideals, a rigorous intellectual discipline, and a respect for universal principles in order for them to be responsible citizens who are well prepared for the challenges of both the present and the future.

The State Board of Education's newly-adopted *Standards for Excellence* defines clear, exciting, and challenging **student outcomes**. The purpose of this booklet is to help each of us understand the *Standards for Excellence* and to inspire us as we find ways in which we can contribute to national, state, and local policies, initiatives or programs which support and complement the *Standards for Excellence*. Most important, however, is that we each focus on one basic goal: **Success for ALL Students.**

Alan D. Morgan

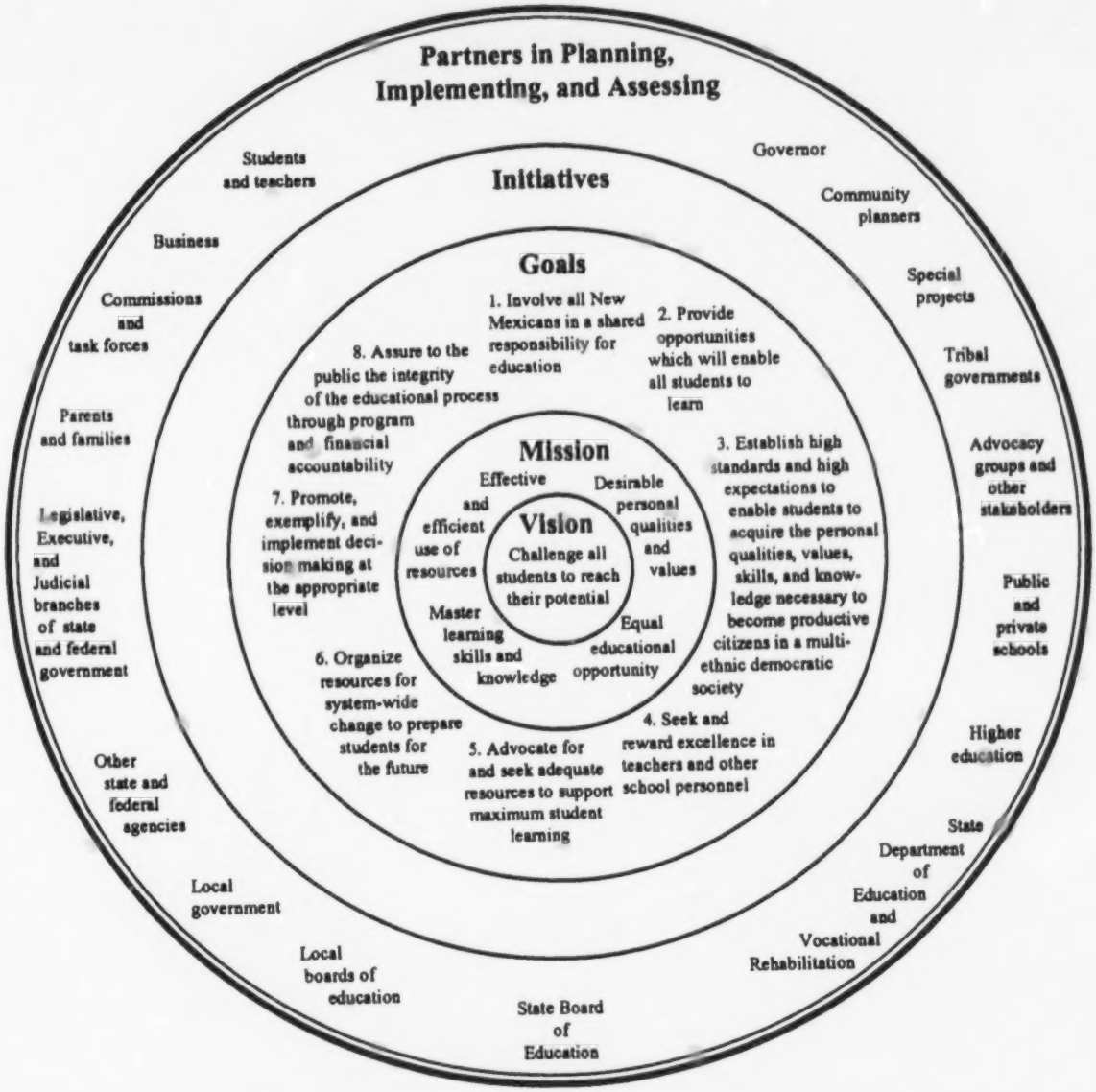
New Mexico State Superintendent of Public Instruction

Brief Background on National and State Initiatives related to the *Standards for Excellence*

In 1989, the 50 United States governors gathered at a national summit to address the issue of declining educational performance. Momentum to create national voluntary standards was generated by the adoption of national educational goals. The resulting *Year 2000* publication challenged state and local schools to develop comprehensive plans to attain those goals.

In response to this challenge, the New Mexico State Board of Education developed its *CITE Policy Framework (Consolidating Initiatives for Tomorrow's Education: A Student Centered Policy Framework for System-Wide Educational Change in New Mexico.)* This policy framework was adopted after intensive and careful research and planning. It is dedicated to ALL students in New Mexico with the realization that it is, indeed, the students of New Mexico who are the future of our communities, our state, and our nation. The *CITE Policy Framework* also affirms the leadership role of the State Board of Education in connecting resources to need; modeling change and good management practices; and anticipating and planning for the future. The *Standards for Excellence* represents a comprehensive initiative designed to address multiple CITE goals and to enlist multiple partners in their achievement.

CITE Policy Framework


Partners in Planning, Implementing, and Assessing
Initiatives
Goals
Mission
Vision
Challenge all students to reach their potential
Effective and efficient use of resources
Desirable personal qualities and values
Master learning skills and knowledge
Equal educational opportunity
1. Involve all New Mexicans in a shared responsibility for education
2. Provide opportunities which will enable all students to learn
3. Establish high standards and high expectations to enable students to acquire the personal qualities, values, skills, and knowledge necessary to become productive citizens in a multi-ethnic democratic society
4. Seek and reward excellence in teachers and other school personnel
5. Advocate for and seek adequate resources to support maximum student learning
6. Organize resources for system-wide change to prepare students for the future
7. Promote, exemplify, and implement decision making at the appropriate level
8. Assure to the public the integrity of the educational process through program and financial accountability
Students and teachers
Business
Commissions and task forces
Parents and families
Legislative, Executive, and Judicial branches of state and federal government
Other state and federal agencies
Local government
Local boards of education
State Board of Education
State Department of Education and Vocational Rehabilitation
Higher education
Public and private schools
Advocacy groups and other stakeholders
Tribal governments
Special projects
Community planners
Governor

Above is a visual representation of the evolving CITE Policy Framework. Beginning from the center, the first four concentric circles represent increasing degrees of detail: the State Board of Education's vision, mission, goals, and initiatives to achieve the goals. The initiatives are being collaboratively developed by New Mexicans. The last circle identifies some partners in planning, implementing, and assessing the outcomes and products of New Mexico's schools.

Why was the *Standards for Excellence* regulation developed?

The standards which have governed education in New Mexico for two decades represent a mixture of policy, regulation, statute, and procedural requirements consistent with top-down mandates. These mandates were believed to produce quality education programs. However, as restructuring initiatives developed throughout the state, it became apparent that the traditional standards encouraged programs emphasizing input rather than outcome, process rather than product.

To enable student-centered school restructuring, the Educational Standards Committee of the New Mexico State Board of Education initiated a process leading to the revision of Educational Standards. Its assignment was as follows:

> ". . .to develop a new document to be known as 'Standards for Excellence for New Mexico Schools.' The proposed document
> . . .should address specifically how schools should be accountable for defining, addressing, and evaluating outcomes for all students."

The assignment challenged a statewide committee to rethink the state's existing set of standards and to **include only those elements which support student learning and success for ALL students**. After much thoughtful research, discussion, and field review, *Standards for Excellence*, a student centered regulation, was adopted by the State Board of Education on November 26, 1992, with the goal of utilizing this set of standards to pursue accreditation by the 1994-1995 school year.

The accreditation process is being revised to increase the emphasis on outcomes and to review processes in the context of how well the school district utilizes its resources to support student learning. Changes to the accreditation process include greater local accountability for outcomes and collaborative monitoring by the New Mexico State Department of Education and the local educational community.

> "BY IMPROVING THE LINK BETWEEN OUTCOMES AND ACCREDITATION, WE HELP SEND A POSITIVE SIGNAL: IMPROVED STUDENT LEARNING IS WHAT WE EXPECT AND WHAT WE VALUE."

Alan D. Morgan
N.M. State Superintendent of Public Instruction

Student outcomes: What are they?

The *Standards for Excellence*, which follows in its entirety, contains outcomes in both student literacies and student attitudes and attributes. In the revision of *Educational Standards for New Mexico Schools*, the State Board of Education initiated the first step toward an **outcome-based** process and in so doing, determined that well-defined **student outcomes** must be established and that a system of statewide accountability must be created to assure that ALL students achieve meaningful life goals. In response to this charge by the State Board of Education, the Standards for Excellence Task Force developed outcomes for New Mexico students.

The State Department of Education defines student outcomes as

what a student knows,

what a student can do, and

what a student is like

as a result of formal education or schooling experiences.

STANDARDS FOR EXCELLENCE

Prologue

The success of New Mexico's schools depends upon a clear and shared vision of what students should know and be able to do as a result of formal schooling. In preparing future generations for successful lives, New Mexico's schools must create a learning environment and establish instructional programs to prepare students to be responsible citizens, to prepare students for post-secondary education, and to prepare students to obtain and maintain gainful employment.

It is the responsibility of New Mexico's schools to enable students to achieve to their full potential. Individual differences in interests, abilities, and aspirations must be recognized. Students must be provided opportunities to develop and utilize their unique talents and abilities to take risks, to accept challenges, to respect themselves and others, and to develop the skills necessary to work cooperatively. Regardless of diverse learning rates and styles, all students can achieve meaningful goals, engage in lifelong learning, and through academic success, realize a positive self-concept.

The genuine pursuit of excellence in education requires that school communities periodically examine and assess all aspects of their educational program with a view toward identifying ways in which existing philosophies, standards, and competencies might be further strengthened and made more responsive to the evolving needs of both students and society. Therefore, we see *Standards for Excellence* and New Mexico competencies as dynamic, living documents subject to review and change consistent with the results of systematic institutional self-examination.

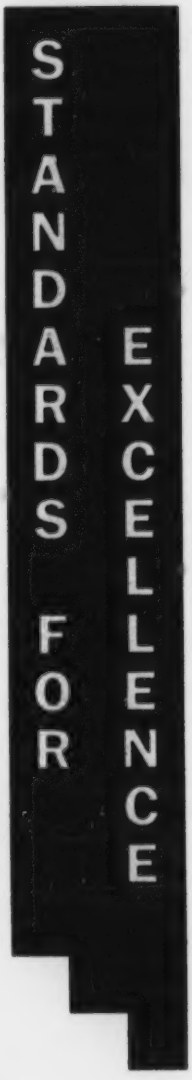
Vision of Excellence

The pursuit of excellence in education begins with the fundamental belief that the ability to learn is an intrinsic quality.

The purpose of New Mexico's schools is to enable students to acquire knowledge, skills, and attributes essential to function effectively as individuals and as members of society, the nation, and the world. In the pursuit of excellence, schools must create opportunities for students to understand the relationships that exist among diverse cultures with common needs and the variety of ways in which those needs are met.

Schools in partnerships with parents, families, and communities assure that students learn democratic principles, attitudes, and attributes that produce responsible decisions of benefit to themselves and the pluralistic society of the present and the future.

Recognizing the need to respond to the complexity of our rapidly changing world, and through a commitment to a better educated citizenry, the New Mexico State Board of Education hereby promulgates these *Standards for Excellence*.



STANDARDS FOR EXCELLENCE

Student Outcomes

Literacies

New Mexico students are successful, productive members of society as demonstrated by:

a. A knowledge, understanding, and application of the structure and use of the English language as well as other languages.

b. A knowledge, understanding, and practical application of technology, science, mathematics, social studies, the humanities, and the practical arts and their interconnections through the modes of reading, writing, observing, speaking, listening, movement, and the arts.

c. Creative and higher order thinking skills and personal attitudes and attributes leading to ethical decision-making to meet the challenges of life.

d. Integrating previous experiences and knowledge with new experience and knowledge.

e. Identifying, accessing, evaluating and utilizing information.

f. A knowledge and understanding of the social value, dignity, and necessity of earning a living as reflected in:
   - pride in a job well done,
   - dependability,
   - willingness to pursue education and vocational training, and
   - employability skills.

g. Working cooperatively and assuming responsibilities as members of a team.

h. Managing personal and financial resources appropriately.

i. An understanding of the historical evolution of the democratic principles of the constitutional government of the United States.

j. An application of the principles and processes of our representative form of government and understanding how they affect individuals, communities, tribes, states, nations, and the world.

k. An understanding of the differences among various forms of government.

l. An understanding and application of the basic elements of health maintenance.

Student Outcomes

Attitudes and Attributes

New Mexico students are successful, productive members of society as demonstrated by:

a. A desire to learn and perform at their full potential.

b. A positive self-concept as evidenced by constructive expression of one's own physical, emotional, and mental uniqueness, and capabilities, strengths, talents, goals, and aspirations.

c. A respect for self and others, based on the recognition of individual similarities and differences, opinions, cultures, and concerns of others.

d. A respect for the authority, responsibilities, and privileges protected by the United States Constitution and Bill of Rights.

e. An appreciation of the world's literature, art, music, and cultural attributes, particularly those that make our state and nation great and unique.

f. Personal and interpersonal skills necessary to function successfully as responsible members within families, workplace, communities, tribes, nations, and the world.

g. A willingness to strive towards the attainment of positive personal and academic goals.

h. Assuming personal responsibility for shaping their own future.

i. Making decisions which promote good health.

j. A respect for life and the environment based on the recognition that all life is interdependent.

STANDARDS FOR EXCELLENCE

STANDARDS FOR EXCELLENCE

Model of Educational Evaluation

Standards for Excellence require that schools and communities continuously examine and assess all aspects of the educational program with a view toward identifying ways in which existing philosophies, standards, and competencies might be further strengthened and made more responsive to the evolving needs of both students and the society in which they live. Models for the evaluation of educational programs must first promote the changes that have immediate and direct benefits for student learning.

Evaluation must be based on appropriate assessments which provide the information needed by students, parents, teachers, school administrators, and decision and policy makers to nurture the learning and motivation of students. To be able to make these critical decisions, the assessment must demonstrate a direct correlation between the purpose of the assessment and the type of assessment used.

The Model of Educational Evaluation is an *interactive model* of educational evaluation based on *appropriate assessments* which can be used for both internal and external evaluations. This model includes five dimensions which demonstrate the inter-relationships among student performance, teacher performance, administrator performance, local school boards, and parents and community involvement. Each dimension delineates the responsibilities of students, teachers, administrators, local school boards, and parents and the community.

Student Dimension: Specifies that students are responsible for learning.

Teacher Dimension: Specifies that teachers are responsible for providing the best instruction and environment for learning to occur.

Administrator Dimension: Specifies that administrators are responsible for managing resources which foster student learning.

Local School Board Dimension: Specifies that local school boards are responsible for setting policies which reflect the desires of the community and which foster student learning.

Parent/Community Dimension: Specifies that parents and communities function as an integral partnership in the entire educational process.

Each dimension provides processes which are based on competencies and goals. The quality of the products (student performances) determine whether the processes used to reach goals were effective. Appropriate assessments are used to determine if and to what extent goals are/were met. The analysis and interpretation of assessment results are conducted to explain factors which either promote or hinder student learning and positive growth. These results are used to plan for future implementation which promotes student learning.

The Model of Educational Evaluation invites a radical reform in the uses and processes of educational assessment. This requires refocusing program evaluation from educational processes to student outcomes and redesigning assessments based on the *Standards for Excellence.*

This model recognizes the importance of a partnership in learning which includes students, their families, teachers, administrators, local school boards, and communities as active participants. Parent and community involvement is essential for attaining the *Standards for Excellence.*

This model will serve as a framework for statewide, district, and school evaluations. The focus on student outcomes necessitates appropriate assessments in the classrooms or learning environments. The importance of best practices in instruction to promote student learning and positive development requires appropriate assessments for teacher evaluation. The essential support of school management which promotes student learning and effective instruction requires assessments which provide the information needed for improving the educational program and the attainment of the *Standards for Excellence.*

Commitment To Excellence

EPILOGUE

Exemplary educational outcomes for students envisioned in this document will result only if programs are made available for the professional growth and development of teachers and staff and if learning environments are created and sustained which address the varying needs of students.

As stated in the prologue, the genuine pursuit of excellence in education requires that school communities periodically examine and assess all aspects of their educational program with a view toward identifying ways in which existing philosophies, standards, and competencies might be further strengthened and made more responsive to the evolving needs of both students and society. The State Board of Education sees the *Standards for Excellence* and New Mexico competencies as dynamic, living documents subject to review and change, consistent with the results of systematic institutional self-examination.

The expectation that each student can and should achieve essential student outcomes established by the State Board of Education and can be considered an educated citizen requires that all constitutents of the educational community embody the *Standards for Excellence*. By sharing this vision of excellence, educators, parents, citizens, community organizations, employers, governmental institutions, and others can commit to excellence by embracing the correlates of effective schools as defined below:

Instructional Leadership

In collaboration with staff, parents, students, and community, the school leadership defines the school's mission and frames the goals. Effective leaders ensure that effective school characteristics are present, promoted, and improved upon.

Positive School Climate

Schools must provide an orderly, purposeful, and safe environment with an atmosphere that is conducive to teaching and learning. Physical facilities are kept clean and made attractive with repairs made promptly.

High Student Expectations

Teachers and other members of the school community believe all students can learn and enthusiastically accept the challenge to teach them. High expectations are communicated to students and parents, and programs are provided to enable students to achieve these expectations.

Instructional Focus

Schools must establish a clear instructional focus which reflects the purpose and goals of the institution. The focus must be developed, understood, and shared by staff, students, parents, business and government leaders, and others in the community.

Assessing Progress

Ongoing assessment and evaluation of students, programs, and staff enables schools to determine whether their goals are being met and provides a basis for revision when indicated to better address the needs of students. Evaluation of the school's effectiveness should be based on student outcomes. The use of multiple forms of assessment and evaluation can generate a wealth of information which can be applied to program improvement.

Parent and Community Support

Partnerships with families, business, and the larger community form the basis for success in achieving the goals of the school. Through such partnerships, a common mission is established and the responsibility for achieving the mission is shared by the total educational community.

As we embark on the Pursuit for Excellence for New Mexico Schools, we must know that none of us is acting alone. Whether students, educators, parents, employers, citizens, government employees or agency representatives, we must work together if we are to achieve excellence. We must all be initiators as well as supporters. We must become partners committed to a common cause: the future of the young people of New Mexico. The youth of today are our most valuable resource. They deserve an excellent education that will ensure their opportunities for a prosperous and productive adulthood. As we invest in the lives of our students, we invest in the future: theirs and ours.

How do the Student Competency Frameworks and the System for Employability Support and Complement the *Standards for Excellence*?

The *Standards for Excellence* envisions exemplary educational outcomes for New Mexico students. These outcomes require students to demonstrate knowledge, skills, and orientations through the synthesis and application of their learning. Statewide workgroups developed competency frameworks which support attainment of the student outcomes contained in the *Standards for Excellence*. The competency frameworks provide the skeleton or foundation upon which learning can be built.

A shift from discreet, isolated competencies to competency frameworks which support the *Standards for Excellence*, demonstrates the interest and commitment of New Mexico's educators to redefine their own curriculum focus. As site-based curriculum is developed which is built upon these competency frameworks, student learning will be facilitated through in-depth, interdisciplinary, integrated presentation of concepts.

The System for Employability recognizes that a strong base in employability skills, basics and career awareness is relevant and essential for all students and should be incorporated in all content areas. This base is complemented by exploratory programs, technology preparation curriculum and skill development training.

The poster included in this booklet shows how the student competency frameworks support and complement the student outcomes within the *Standards for Excellence*. Additional copies of this poster and the System for Employability are available from the New Mexico State Department of Education. 827-6508

How Can I Better Understand the *Standards for Excellence*?

Excellence in education demands not only policy but process to assure that exemplary practices exist throughout the state which support **success for ALL students** through implementation of the *Standards for Excellence*.

Documents are being developed which will encourage each educational entity to contribute and access information which it feels may be helpful toward the goal of **success for ALL students** through confident implementation of the *Standards for Excellence*.

1) The **Technical Assistance** publications, while not regulatory, are approved by the State Department of Education. Their information relates specifically to the implementation of the *Standards for Excellence*, regulation; they may be referenced in the accreditation process. ***Anyone may contribute to or access these publications***.

2) The **Best Practices Directory** also supports the *Standards for Excellence*. It serves as a means of distributing educational "best practices" materials specifically for New Mexico schools or school districts. At regular intervals, "best practices" abstracts will be sent to a central location in every school district for distribution. ***Anyone may contribute to or access this directory***.

3) The **Compliance Manual-Educational Standards** will be the regulatory document for the *Standards for Excellence*. The manual's purpose is to ensure that pertinent state statutes and state board regulations are addressed in a school's plan.

4) The **Outcomes Accreditation Guide** will describe how districts and schools can be accredited through a plan, developed in collaboration with local partners, which assures the achievement of **success for ALL students** through the *Standards for Excellence*.

For more information on these publications, please call the New Mexico State Department of Education at 827-6508.

How Can I Tell if Specific Policies, Initiatives, or Programs Support the *Standards for Excellence*?

Success for ALL students through the *Standards for Excellence* in New Mexico schools is the responsibility of each of us—student, parent, educator, community member, businessperson, legislator and government employee. Following are some questions to consider in determining if specific policies, initiatives or programs support the *Standards for Excellence* and contribute to its goal: **success for ALL students**.

- Is the place of learning one which exemplifies:
  - —Shared decision-making? (Are parents, community, business, and others active participants as learners and decision-makers?)
  - —A safe environment, physically and emotionally? (Does each child attend school and enjoy school?)
  - —A caring staff? (Does each teacher, principal, superintendent, and member within the learning community model the knowledge, the skills, the attitudes and the attributes which are expected of students?)
- Is respect for each student's differences in interests and learning styles reflected through:
  - —A variety of teaching strategies? (Does each student experience daily success?)
  - —Expanded opportunity for success through flexible scheduling and creative use of personnel and resources? (Does each student experience daily success?)
  - —Success which is measured according to individual accomplishments rather than comparisons with other learners? (Does each student experience daily success?)
  - —Multiple forms of assessment measures for each outcome? (Does each student experience daily success?)
- Is each student's progress based upon projects, portfolios, or performances which are real-life based? (Is the focus on the application of learning rather than on "covering material" and "taking tests?)

- Is each student outcome clearly defined? (Does each student know what is necessary to achieve the outcome and what project, performance, or portfolio will indicate that it has been achieved?)

- Is collaboration between student, family, and teacher encouraged in determining how students attain each outcome? (Are outcomes, curriculum, instructional materials, lessons and assessments clearly understood?)

Why Should We Focus on Success for All Students Through the *Standards for Excellence*?

New Mexico students deserve a standard of education that will ensure them opportunities for prosperous, productive, and healthy adulthoods. As we focus on the goal of **success for ALL students**, none of us is acting alone. Whether student, parent, citizen, educator, employer, government or agency representative, we must all work together if our students are to achieve excellence. We must all be initiators and risk-takers as well as supporters and nurturers. We must all become partners committed to a common cause—the future of the young people of New Mexico. As we invest time, money, resources, and care in **success for ALL students** through the *Standards for Excellence*, we invest in the future—theirs and ours.

For more information about the
Standards for Excellence,
please call
827-6508

New Mexico State Department of Education
Education Building
300 Don Gaspar
Santa Fe, New Mexico 87503

NEW MEXICO
EDUCATIONAL STANDARDS COMMISSION
Carolyn Luck, Chairperson
James Alarid
Mary Elizabeth Anderson
Elizabeth Best
Robert Bovinette
Levi Duran
Janice Fellman
Gilbert O. Ferran
Frank B. Gilmer
Anne Hartford
Ana Mari Henke
Patricia Jones
Jeanne Knight
June Lano
Nancy Lawrence
W. LaDean Massey
Tito Rivera
Sandra Rokoff
Randall J. Steinhoff
Andre Trottier
Sallie Van Curen
Doris Wakeland

We would like to acknowledge the following people, whose contributions made this booklet possible: Dr. Betty Campbell, Paula Sass Donnelly, Mary Gervase, Dr. Jeanne Knight, Carolyn Luck, Ruth Pino, Sandra Rokoff and Shel Taylor.

State of New Mexico, Department of Education 1993
All rights reserved. This booklet may be reproduced without restriction, provided that acknowledgement is given as follows:

This booklet was prepared by the New Mexico State Department of Education.

New Mexico State Department of Education
300 Don Gaspar
Santa Fe, New Mexico 87503

NEW MEXICO
STANDARDS FOR EXCELLENCE
STUDENT OUTCOMES LITERACIES
AND COMPETENCY FRAMEWORKS

The Standards for Excellence Student Outcomes are comprised of both literacies and attitudes/attributes. The competency frameworks (in brown) are correlated to the literacy outcomes (in blue). It is our belief that the attitudes and attribute outcomes are embedded through the curriculum.

KNOWLEDGE, UNDERSTANDING AND APPLICATION OF THE STRUCTURE AND USE OF THE ENGLISH LANGUAGE AS WELL AS OTHER LANGUAGES;

Develop decision-making and communication skills, including the ability to express choices related to health.

Speak and write using the conventions of correctness, and for a variety of audiences and purposes.

Use writing, reading, speaking and listening as tools for learning in all subject areas.

Learn to communicate mathematically. Students should learn to use mathematical language to clarify, refine, and consolidate their thinking so that they can read, write and discuss ideas.

Communicate proficiently in the language studied, through listening, speaking, reading, and writing in a variety of situations and for a variety of purposes.

Demonstrate an awareness that the means of expressing ideas and feelings differ from language to language, reflecting the attitudes of a culture.

Understand that music is a vehicle for communication and self-expression.

Develop and use communication skills.

KNOWLEDGE, UNDERSTANDING AND PRACTICAL APPLICATION OF TECHNOLOGY, SCIENCE, MATHEMATICS, SOCIAL STUDIES, THE HUMANITIES, AND THE PRACTICAL ARTS AND THEIR INTERCONNECTIONS THROUGH THE MODES OF READING, WRITING, OBSERVING, SPEAKING, LISTENING, MOVEMENT, AND THE ARTS;

Demonstrate media skills through manipulation of various materials and techniques, through care of tools, familiarity with a wide variety of artistic materials and techniques, and safety in the classroom.

Read, write, and perform arithmetic and mathematical operations, listen and speak in the medium in which business is conducted.

Learn to value mathematics. Students need experiences related to the cultural, historical, scientific, and technological evolution of mathematics so that they can appreciate the role of mathematics in the development of a society and explore, apply and exhibit relationships among mathematics and the physical and life sciences, the social sciences and the humanities.

K-4-estimation, number sense and numeration, concepts of whole numbers, operations, computation, geometry and spatial sense, measurement, statistics and probability, fractions and decimals, patterns and relationships.

5-8-number sense and relationships, number systems and number theory, computation and estimation, patterns and functions, algebra, statistics, probability, geometry, and measurement.

9-12-algebra, functions, geometry from an algebraic perspective, trigonometry, statistics, probability, discrete mathematics, calculus (conceptual underpinnings), and mathematical structure.

Understand relationships between music and history.

Using topics from all science disciplines:

-Understand energy as it applies to potential sources, forms, conversions, living systems, applications and their effects.

-Understand balance and change through time in natural entities and systems, including different kinds of change.

-Understand structure, for example kinds of structure, organization, relationships among parts and how at different scales different properties are revealed.

-Understand systems and interactions between systems, within systems and subsystems, and among objects.

-Understand that our society and its values are affected by science and technology.

CREATIVE AND HIGHER ORDER THINKING SKILLS AND PERSONAL ATTITUDES AND ATTRIBUTES LEADING TO ETHICAL DECISION-MAKING TO MEET THE CHALLENGES OF LIFE:

Develop the capacity to make thoughtful judgments in art.

Understand complex inter-relationships.

Recognize the power to reach one's personal potential by making positive health and life choices.

Value family relationships and appreciate the role of each person in creating a positive family environment.

Value the role of moderation in avoiding excess or deficiency states, including food and exercise.

Understand that every individual human being is valuable and unique.

Respond personally, analytically and critically to written and spoken language.

Recognize, analyze and respond to propaganda.

Learn to reason mathematically. Students need to make conjectures, gather evidence, and build arguments to support fundamental mathematical concepts.

Evaluate another culture fairly and from an informed knowledge base.

Apply knowledge of musical elements (rhythm, melody, harmony, dynamics, tone, color, form and style) when learning and performing music.

Use critical thinking skills to discuss and evaluate music.

Evaluate and accept the risks and safety factors that may affect physical activity preferences throughout the life cycle.

Commit to physical activity as an important part of one's lifestyle.

Understand, apply and evaluate scientific principles (ie. biomechanical, psychological, and physiological) to learn and improve skills and participate successfully.

Demonstrate an understanding from which informed attitudes are developed about the potential benefits and hazards associated with various technologies.

Demonstrate creative approaches to problem-solving.

Develop individual responsibility for the democratic system.

INTEGRATING PREVIOUS EXPERIENCES AND KNOWLEDGE WITH NEW EXPERIENCE AND KNOWLEDGE:

Develop the capacity to personalize and experience art.

Understand the role of art in history and in various cultures.

Manage change and diversity.

Use a variety of reading and listening strategies and understand when each is appropriate.

Take risks, knowing that making errors is part of learning.

Respond to music through creating, listening, and performing.

Develop music skills through singing, moving, playing instruments, listening, creating, reading and writing music.

Develop aesthetic sensitivity through music.

Demonstrate knowledge of skill performance, rules, strategy, and terminology for at least three sports and activities.

Demonstrate intermediate or advanced competence in at least one activity from three of the six categories: aquatics, dance, outdoor pursuits, individual activities/sports, and team sports.

Demonstrate science information and skills as applied to real world problems and situations.

Understand historical connections among past, present and future.

IDENTIFYING, ACCESSING, EVALUATING, AND UTILIZING INFORMATION;

Develop visual awareness and work with principles and elements of design.

Self-assess and self-correct.

Analyze tasks, adjust tasks.

Identify, organize, plan and allocate resources.

Acquire knowledge of history and philosophy, of rules and terminology; assess strategy and tactics of the activity.

Develop skills in making nutritious choices when buying, preparing, and eating food.

Develop skills in emergency care and in the prevention of intentional and unintentional injuries.

Locate and use information for specific purposes and from a variety of sources. ,

Read and listen for a variety of purposes, including the gathering of information, the extending of experience and the achievement of pleasure.

Become mathematical problem solvers. To develop these abilities, students need the experience of working with diverse problem-solving situations.

Recognize and respond to a variety of music.

Develop an understanding of and respect for various cultures through music.

Establish personal fitness goals using the results of fitness assessments to establish goals in a personal program of physical activity.

Accept differences between personal characteristics and the idealized body images and elite performance levels portrayed in the media.

Feel empowered to maintain and improve physical fitness motor skills and knowledge about physical activity.

Develop a multicultural perspective that respects the dignity and worth of all people.

Interpret and use map and globe skills, graphs, charts, timelines, and diagrams.

Understand the environment as a complex and fragile system, with limited resources, which is impacted by human decision and activity.

Demonstrate science process skills.

KNOWLEDGE AND UNDERSTANDING OF THE SOCIAL VALUE, DIGNITY, AND NECESSITY OF EARNING A LIVING;

Manage career decisions/goal setting.

Demonstrate work ethics.

Think creatively, make decisions and solve problems in work situations.

Value cooperation and responsible competition in learning, play and work.

Demonstrate a work ethic that reflects pride, commitment, motivation, aspiration and discipline.

Develop and practice appropriate ethics, self-control, self-discipline, commitment and self-esteem.

Acquire responsibility for one's self in all situations.

Understand vocational and avocational possibilities.

WORKING COOPERATIVELY AND ASSUMING RESPONSIBILITIES AS MEMBERS OF A TEAM;

Respect individual expresson and express one's self through art.

Participate in or lead a group process.

Teach others new skills.

Work without supervision.

Negotiate toward agreements.

Understand the roles of participant and spectator in an activity.

Practice respect for self, team, opponents, officials, sponsors, coaches, school staff and faculty.

Demonstrate cooperation, sportsmanship, and proper perspective under "competitive" conditions. ,

Generate a pride in achievement, appreciation of self and team effort (cooperation) in achievement-hard work and fair play-and respect for the ability of others.

Use language to share experiences and gain insight into their own and others lives.

Demonstrate an appreciation for their own and other languages.

Demonstrate a respect for differences, such as cultural, linguistic, societal, and individual diversity.

Actively participate in making music alone and with others.

Exhibit socially desirable and acceptance behaviors in the areas of respect for others, assuming responsibility, leadership, and contributing to the group.

Demonstrate appropriate and safe laboratory skills and practices.

Understand what is required of citizens in a democracy.

Develop social and political participation skills.

MANAGING PERSONAL AND FINANCIAL RESOURCES APPROPRIATELY:

Work with a variety of technologies and systems to communicate.

Develop the ability to set short-range goals as well as long-range goals.

Integrate/evaluate the value of lifetime applications of an activity.

Become confident in their own ability. Students should view themselves as capable of using their growing mathematical power to make sense of new problem situations in the world around them.

Select and participate in appropriate physical activities by analyzing personal characteristics.

Willingly participate in a progression of physical activities which contribute to the attainment of personal goals and the maintenance of wellness.

Understand relationships between society, its laws, and institutions.

Demonstrate economic literacy.

UNDERSTANDING OF THE HISTORICAL EVOLUTION OF THE DEMOCRATIC PRINCIPLES OF THE CONSTITUTIONAL GOVERNMENT OF THE UNITED STATES;

Display responsibility, self-esteem, sociability, integrity and honesty.

Apply concepts in consumer health, including the effects of consumer demands and advertising on health.

Use other languages to understand and appreciate all aspects of a culture, including literature, philosophy, the arts, geography, social customs, history, government, and the sciences.

Develop an understanding of world-wide relationships of all sorts between and among nations.

Understand the basic principles of democracy.

APPLICATION OF THE PRINCIPLES AND PROCESSES OF OUR REPRESENTATIVE FORM OF GOVERNMENT AND UNDERSTANDING HOW THEY AFFECT INDIVIDUALS, COMMUNITIES, TRIBES, STATES, NATIONS, AND THE WORLD;

Act to promote a healthy school and community through school projects and partnerships with community agencies.

Act to create a healthy global environment.

Act to respect differences in mental and physical abilities of people due to various handicapping conditions.

Appreciate and respect one's own language, culture, and literature and the languages, cultures and literatures of others.

Demonstrate an understanding of the effects that language can have on behavior and behavior on language.

Understand the complex nature of culture.

Demonstrate geographic understanding using the five fundamental themes of geography (location, place, movement, human interaction with environment, and regions).

UNDERSTANDING OF THE DIFFERENCES AMONG VARIOUS FORMS OF GOVERNMENT;

Recognize the importance of multi-lingualism and multi-culturalism in a global economy.

Develop and use research and study skills. SS,

Develop a knowledge base of United States and New Mexico history, geography, economy, politics and arts.

UNDERSTANDING AND APPLICATION OF THE BASIC ELEMENTS OF HEALTH MAINTENANCE;

Know how to maintain one's own health, including concepts of personal hygiene, rules of safety, injury prevention, rehabilitative methods, and use of medical products. ,

Understand the physical, mental, emotional, and social aspects of human growth and development, including stages of development, human sexuality, child care and parenting, and aging.

Understand health practices that contribute to lifelong wellness and prevention of conditions such as heart and lung diseases, diabetes, high blood pressure, and cancer.

Understand how to protect oneself and others from infectious diseases, including HIV/AIDS.

Understand how to protect oneself and others from harmful effects of alcohol, tobacco, and other legal and illegal drugs.

Develop stress management, coping and refusal skills, and the ability to handle peer pressure. ,

Demonstrate, practice and enjoy exercises that promote lifelong fitness, including cardiovascular fitness, muscular endurance and and strength, and flexibility. , ,

Learn and understand the concepts of safety, sportsmanship, nutrition and health to maintain an acceptable level of physical fitness essential for participation. ,

Develop large and small motor skills needed for making music through body movements.

Exhibit greater self-confidence, self-respect, self-awareness, and self-esteem.

Demonstrate and practice critical thinking, problem resolution and decision-making skills, ,

STANDARDS FOR EXCELLENCE:
Student Outcomes
Attitudes and Attributes

New Mexico students are successful, productive members of society as demonstrated by:

a. A desire to learn and perform at their full potential;

b. A positive self-concept as evidenced by constructive expression of one's own physical, emotional, and mental uniqueness, and capabilities, strengths, talents, goals, and aspirations.

c. A respect for self and others, based on the recognition of individual similarities and differences, opinions, cultures, and concerns of others;

d. A respect for the authority, responsibilities, and privileges protected by the United States Constitution and Bill of Rights;

e. An appreciation of the world's literature, art, music, and cultural attributes, particularly those that make our state and nation great and unique;

f. Personal and interpersonal skills necessary to function successfully as responsible members within families, workplace, communities, tribes, nations, and the world;

g. A willingness to strive towards the attainment of positive personal and academic goals;

h. Assuming personal responsibility for shaping their own future;

i. Making decisions which promote good health; and

j. A respect for life and the environment based on the recognition that all life is interdependent.

KEY

- ART
- EMPLOYABILITY
- HEALTH
- INTERSCHOLASTIC
- LANGUAGE ARTS
- MATHEMATICS
- MODERN AND CLASSICAL LANGUAGES
- MUSIC
- PHYSICAL EDUCATION
- SCIENCE
- SOCIAL STUDIES